

Textbook Alignment to the Utah Core – Third Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Third Grade Language Arts Core
Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Percentage of coverage in the *student and teacher edition* for
Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in
the *ancillary material* for Standard I: _____%

	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or</i>
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OBJECTIVES & INDICATORS				<i>ancillaries</i> ✓
Objective 1.1: Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).			
b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize).			
c.	Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).			
d.	Speak in complete sentences with appropriate subject-verb agreement.			
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion).			
b.	Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings, informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).			
STANDARD II: Students develop an understanding of how printed language works. (See kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%		
STANDARD III: Students develop phonological and phonemic awareness. (See kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		

STANDARD IV: Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds. (See kindergarten, first, and second grade).				
Objective 4.2: Use knowledge of structure analysis to decode words. (See kindergarten, first, and second grade.)				
Objective 4.3: Spell words correctly.				
a.	Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.			
b.	Spell correctly grade level compound words, words with plural endings, and common phonograms.			
c.	Spell an increasing number of high-frequency and irregular words correctly (e.g., friend, square, special).			
d.	Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).			
Objective 4.4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.			
b.	Visualize words while writing.			
c.	Associate the spelling of new words with that of known words and word patterns.			
d.	Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” endings, adding suffixes).			
STANDARD V: Students develop reading fluency to read aloud grade level text effortlessly without hesitation.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 100 wpm.			
b.	Read aloud grade level text with an accuracy rate of 95-100%.			
Objective 5.2: Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.			
b.	Read with automaticity 300 third grade high-frequency/sight words.			
STANDARD VI: Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.			
b.	Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).			
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts.				

a.	Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).			
b.	Relate unfamiliar words and concept to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).			
Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using prefixes and suffixes.			
b.	Use context to determine the meaning of unknown key words (e.g., The <u>ferocious</u> dog growled at the children.).			
c.	Use context to determine the meanings of synonyms, antonyms, homonyms (e.g., blue, blew) and multiple-meaning words (e.g., light).			
STANDARD VII: Students understand, interpret, and analyze narrative and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Identify purposes of text.				
a.	Identify purpose for reading.			
b.	Identify author's purpose.			
Objective 7.2: Apply strategies to comprehend text.				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).			
b.	Generate questions about text (e.g., factual, inferential, evaluative).			
c.	Form mental pictures to aid understanding of text.			
d.	Make and confirm predictions while reading using title, picture clues, text and/or prior knowledge.			
e.	Make inferences and draw conclusions from text.			

f.	Identify topic/main idea from text; note details.			
g.	Summarize important ideas/events; summarize supporting details in sequence.			
h.	Monitor and clarify understanding applying fix-up strategies while interacting with text.			
i.	Compile information from text.			
Objective 7.3: Recognize and use features of narrative and informational text.				
a.	Identify characters, setting, sequence of events, problem/ resolution.			
b.	Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.			
c.	Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.			
d.	Identify different structures in text (e.g., problem/ solution, compare/contrast).			
e.	Locate facts from a variety of informational texts (e.g. newspapers, magazines, books, other resources).			
STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).				
a.	Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.			
b.	Select and narrow a topic from generated ideas.			
c.	Identify audience, purpose, and form for writing.			

d.	Use a variety of graphic organizers to organize information.			
Objective 8.2: Compose a written draft.				
a.	Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).			
b.	Use voice to fit the purpose and audience.			
c.	Use strong verbs and vivid language.			
d.	Identify and use effective leads and strong endings.			
Objective 8.3: Revise by elaborating and clarifying written draft.				
a.	Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.			
b.	Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).			
c.	Revise writing, considering the suggestions of others.			
Objective 8.4: Edit written draft for conventions.				
a.	Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).			
b.	Edit for spelling of grade level-appropriate words.			
c.	Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).			
d.	Edit for appropriate formatting features (e.g., margins, indentations, titles).			
Objective 8.5: Use fluent and legible handwriting to communicate.				
a.	Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.			
b.	Develop fluency with cursive handwriting.			
c.	Produce legible documents with cursive handwriting.			
Objective 8.6: Write in different forms and genres.				
a.	Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).			
b.	Produce traditional and imaginative stories, narrative and formula poetry.			
c.	Produce informational text (e.g., explanation of a complex			

	process---math/journals, observations, content area reports, summaries).			
d.	Produce writing to persuade (e.g., expressing opinions with supporting data).			
e.	Produce functional text (e.g., newspaper and newsletter articles).			
f.	Share writing with others using illustrations, graphs, and/or charts to add meaning.			
g.	Publish 4-6 individual products.			